

Missouri Assessment Program

Spring 2005

Communication Arts

Released Items Scoring Guide

Grade 11

Session: 1
Item No.: 7
Page No: 9
Content Standard(s): 2, 5
Process Standard(s): 3.5

Item 7

How does the poet use the image of a fish in the poem? Use details and/or examples from the poem to support your explanation.

8 lines for writing

Scoring guide

- 2 points The response includes a complete and reasonable explanation of how the image of a fish is used in the poem, using details and/or examples from the poem as support.
- 1 point The response includes an explanation that is essentially correct and text-based but support is overly general or simplistic OR uses only ONE detail or example from the poem as support.
- 0 points other

An example of a top score-point response

The poet's use of the fish image helps me to understand how the father measures the work he does each day: one row hoed equals one fish to eat. The poet also describes the father's work-tired hands as a twitching fish on a pier or on the bottom of a boat, which might suggest that the man feels caught or trapped like a fish in this life of hard work and toil.

Session: 1
Item No.: 10
Page No: 11
Content Standard(s): 2, 4, 5
Process Standard(s): 1.6, 1.8

Item 10

Create an appropriate graphic organizer in which you give two descriptions of the man's hands and explain how each description relates to the man's life.

Your graphic organizer may be a chart, graph, diagram, drawing, cluster, web, mind map, Venn diagram, or any other organizer.

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Scoring Guide**Part A (CS 2, PS 1.6)**

- 2 points The response includes TWO descriptions of the man's hands and complete and reasonable explanations of what each description shows about the man's life.
- 1 point The response includes only ONE description of the man's hands and a complete and reasonable explanation of what that description shows about the man's life OR includes TWO descriptions with overly general or simplistic explanations for each.
- 0 points other

Part B (CS 4, PS 1.8)

- 1 point The information is presented in an appropriate graphic organizer with labels.
- 0 points other

An example of a top score-point response

Description of Hands	What It Shows
Red blister in palm	The man has to keep working even when he is in pain.
Hands twitch like fish	The work he does is so hard that he is doing physical damage to his body.

Other possible responses may include:

- Shaped into binoculars: His fingers have been gripping the hoe so long that he cannot uncurl them.
- Dirt smiles under each fingernail: His hands are constantly dirty, so the crescents of dirt under his nails seem like old friends.

Writing Prompt**Session 2****4 Points**

The paper:

- has an effective beginning, middle, and end.
- uses paragraphing effectively.
- contains a strong controlling idea.
- progresses in a logical order.
- uses effective cohesive devices (such as transitions, repetition, pronouns, parallel structure) between and within paragraphs.
- clearly addresses the topic and provides convincing elaboration through specific and relevant details, reasons, and examples.
- uses precise and vivid language.
- contains sentences that are clear and varied in structure.
- effectively uses writing techniques (such as imagery, humor, point of view, voice).
- shows complexity, freshness of thought, and individual perspective.
- clearly shows an awareness of audience and purpose.
- contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.

3 Points

The paper:

- has a clear beginning, middle, and end.
- uses paragraphing appropriately.
- contains a controlling idea.
- generally progresses in a logical order.
- uses cohesive devices between and within paragraphs.
- addresses the topic using relevant details, reasons, and examples.
- uses precise language.
- contains sentences that are clear and show some variety in structure.
- uses writing techniques.
- shows some complexity, freshness of thought, and/or individual perspective.
- shows an awareness of audience and purpose.
- may contain errors in grammar/usage, punctuation, capitalization, and/or spelling that are not distracting to the reader.

2 Points

The paper:

- has evidence of a beginning, a middle, and an end.
- shows evidence of paragraphing.
- may contain a sense of direction but may lack focus.
- may not progress in a logical order.
- may not use cohesive devices.
- addresses the topic but relies on generalities (lists) rather than specifics (development).
- may use imprecise language.
- contains sentences that are generally clear but may lack variety and complexity.
- attempts to use some writing techniques.
- may lack complexity, freshness of thought, and/or individual perspective.
- shows some awareness of audience and purpose.
- contains errors in grammar/usage, punctuation, capitalization, and/or spelling that may be distracting to the reader.

1 Point

The paper:

- may lack evidence of a beginning, a middle, and/or an end.
- may lack evidence of paragraphing.
- is difficult to follow and lacks focus.
- does not progress in a logical order and may digress to unrelated topics.
- lacks cohesion.
- may address the topic but lacks details.
- uses imprecise language.
- contains sentences that lack variety and clarity.
- shows little or no evidence of writing techniques.
- lacks complexity, freshness of thought, and individual perspective.
- shows little or no awareness of audience or purpose.
- contains repeated errors in grammar/usage, punctuation, capitalization, and/or spelling that are distracting to the reader.